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AUTHOR	Ware, Claude; Gold, Ben K.
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ABSTRACT

A student-counselor-assistant program was initiated at Los Angeles City College (California) in the fall of 1968. Its objectives included determining if these peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the 2-year program, and if they might ultimately help recruit youths into the program. Short-term program evaluation was carried out by comparing scholarship and persistence statistics for three groups: (A) the socio-economically disadvantaged students who received counseling by the student advisors; (B) a comparison group of socio-economically disadvantaged students who failed to respond to the invitation to be counseled; and (C) a comparison group of fall 1967 entrants. Results after the first semester of the program showed: (1) group A students persisted at a statistically significant higher rate (99 per cent) than did group B (81 per cent) and group C (88 per cent); (2) group A students performed at a higher academic level than group C students, and at an almost identical level with group B students (who had demonstrated a higher aptitude for college work on the entrance examination); and (3) 90 per cent of the group A students rated the program as good or excellent, as did 100 per cent of the student counselors. Results after the second semester revealed that subsequent persistence and academic performance effects are not as apparent after the first semester. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

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LOS ANGELES CITY COLLEGE

PEER COUNSELING

PROGRAM

Claude Ware, Program Director

Ben K. Gold, Office of Research

JC 700 181

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THE PEER COUNSELING PROGRAM
AT LOS ANGELES CITY COLLEGE

For the 17,274 students, day and evening enrollment, at Los Angeles City College, there is approximately one counselor for every 900 students. No wonder President Glenn Gooder's ears perked up at one of the many conventions he attends, when someone asked the speaker, "What innovation can be most quickly and effectively initiated in the community college?" The speaker answered in just three succinct words. "Hire student counselors!"

In view of the ratio between professional counselor and counselee, President Gooder had no difficulty in selling the idea to Hope Powell Holcomb, Dean of College Development. She wrote the proposal, later accepted and funded by the Office of Economic Opportunity under Title II of the ESEA Act. Funding by O. E. O. necessarily limits the target group to those students who are disadvantaged economically. Our experience at Los Angeles City College proved the axiom that any program which meets the needs of the disadvantaged also helps us to meet the needs of all students. It was the latter aspect of the proposal which added to the initial interest of A. A. J. C. in securing the contract with O. E. O. in our behalf. In the process of identifying those needs of the disadvantaged which could be met by peer counselors, it became increasingly clear that they were the same needs common to all students.

We made certain assumptions about the need for a peer counseling program based upon the following facts. First there was the breakdown of the day enrollment by ethnic origin in the fall of 1968.

White	5493	49.8%
Negro	2897	27.3%
Mexican American	1029	9.7%
Oriental	1294	12.2%

We could anticipate from past experience that the greatest number of dropouts would occur among Negro and Mexican American enrollees. Most of these students came from a disadvantaged environment in the Metropolitan area. The following needs which characterized these students may have differed in degree but not in kind from the needs of all of our students.

1. The Need for a sense of belonging to and being a part of the institution.
2. The need for respect from peers.
3. The need to communicate with peers.
4. The need for assurance in their relationship with peers.
5. The need to talk with someone who sincerely empathizes with them.
6. The need for immediate help in the understanding of and ajustment to the college environment.

Because these needs are common to all students to some degree, the responsibility of the educational institution to meet these needs is the major justification for initiating a peer counseling program. What is at issue here is the acceptance of a philosophy of education at the college level which emphasizes equally the affective and the cognitive level of education.

Our initial assumption was that peer counselors from the same ethnic and socio-economic background as the counselee could contribute uniquely to behavioral growth in meeting the above needs. We further assumed that the result of such contribution to behavioral growth could affect the drop-out rate among minority students, and in general help such students toward a successful adjustment to college.

By the time I was chosen to direct the program in May 1968, the militant students had already been chosen as student counseling assistants under the acting directorship of two faculty members who helped the group organize as a unit for two months until I could take over. The disadvantage occurring from this setup can be characterized as the feeling engendered by the militants that the peer counseling program could be used for political purpose. The advantage, however, can be characterized as the tremendous dedication that these students honestly felt in helping other students not only of their own ethnic group, but all students who have difficulty in adjusting to college. There were two lessons learned as a result of this mixture of dedication and militancy The first lesson is that a peer counseling program which exists to help individual students cannot at the same time become a political platform autonomously directed by students. This fact was brought home to the students in a final confrontation between the militant faction and the director in which an attempt was made to achieve complete autonomy for the peer counseling program. A petition circulated to get rid of the director to achieve this end brought home to all those concerned the fact that a director was a necessary liaison between them and the faculty and between them and the administration.

The second lesson learned is that a peer counseling program to be effective had to be an integral part of the institution with articulation between its program and the regular counseling program.

What was immediately more important, however, was the advantage of having concerned students willing to address themselves to the problems of other disadvantaged students. Even though under the federally funded

program we were able to pay the students $2.00 an hour for a maximum of 15 hours per week, it can be stated that the money was not the prime motivating factor. This became apparent when I used the so-called "field force technique" in order to get the students involved with the goals of the program. The students were asked, "What is the most effective assistance you can give to a peer counselee to guarantee his success in college?"

The technique used to answer this question provided the means of establishing a methodology for the peer counseling program. Identification of target group was clearly established; criteria were established for dealing with the target group and procedures were devised to enable peer counselors to deal with specific problems on the basis of principles of guidance. The methodology emerged during the training session when the group of prospective peer counseling trainees were asked to identify specific obstacles which prevented success in college. At the same time, for each obstacle identified as the negative factor, they were asked to identify the specific positive factor which they could influence as peer counselors, and which could tend to off-set the negative factor.

The following list is a result of the consensus of a group of students during the training period allotted to prepare them for peer counseling. Each numbered obstacle to success in college has opposite it the identifiable positive factor over which the peer counselor could exercise some influence in helping the counselee.

Negative Factors	Positive Factors
1. Poor scholastic high school record.	A. A realistic appraisal of the true significance of the high school record.

2. Lack of confidence in academic ability.	B. Understanding the real reasons for lack of confidence in academic ability.
3. Limited social experience contributing to loneliness and feelings of alienation.	C. Establishing a genuine growth-relationship between peer counselor and counselee - proving that "someone cares".
4. Poor reading skills.	D. Knowledge of specific programs to remedy reading deficiency.
5. Hostility of counselee toward "establishment".	E. Positive identification with peer counseling program.
6. Hostility of the "establishment" toward the counselee.	F. Positive identification with and concern for the counselee on the part of administration and faculty - communication of this concern via student advisor.
7. Fear of failure.	G. Positive identification with student advisor, one who has lived through such fear.
8. Fear of ridicule from peers.	H. Warm genuine growth relationship established between counselee and peer advisor.
9. Hostility of faculty toward "open door" policy.	I. Increase faculty's understanding of counselee through student advisor. Enable counselee to recognize limitations.
10. Resistance to change by counselee.	J. Group sessions with counselees discussing common problems of adjustment - conducted by trained professional with aid of student advisor.
11. Resistance to change by the institution.	K. Develop an effective evaluation of peer counseling program with hard data. Involve total school community in the evaluation.

12. Poor self image of counselee	L. Provide a meaningful personal relationship between student advisor and peer counselee. Engage counselee in social activities on campus and extra-curricula organizations.
13. Lack of parental understanding about the institution	M. Student advisors will have more time than professional counseling staff to contact parents about the difference between high school and college.
14. No place to study at home	N. Student advisor not only finds appropriate place to study, but actually leads counselee to the best places on campus - convincing by example.
15. Poor study habits	O. Student advisor arranges group sessions between counselees and director on how to study.
16. Lack of direction, vague educational goals, unrealistic vocational goals.	P. Student advisers provide an opportunity for counselee to verbalize about goals before referral to professional counselor.

In addressing ourselves to the possiblity of using student advisors to maximize their influence on the positive factors in the lettered column, we gradually evolved the guidelines of a training program designed to achieve the above objectives. It became increasingly clear that the success of the training program depended primarily on the assumption that the prospective student advisor was highly motivated to help his fellow students. A second assumption was that the peer counseling is in reality an extension of the normal relationship existing among peers; more importantly, the peer counseling program provides an opportunity to enhance and direct the quality of rapport which normally exists between peers. As these assumptions become verified in practice, it was in-

evitable that peer counseling began to evolve the kind of dynamics of interpersonal relationship between student peers which invited exchange of information at the affective level. Two objectives therefore, were clearly established for the training program. The first objective was to familiarize the trainee with the factual information most often needed and or requested by students. Most of this information is contained in the college catalog. To meet this objective trainees learned how to use this resource more effectively. The most important aspect of this phase of the training program is convincing the trainee that the most important answer he can give to a peer counselee is very often the simple phrase, "I don't know, but I can take you to a person who does know the answer." The second objective of the training program was to enable the student advisor to be confident of his ability to function at the affective level. The rationale applied to the training program is derived from generalizations widely accepted in the field of counseling and guidance. Listed below are the specific generalizations which dictate the objectives of the training program.

GENERALIZATION I

> The counselee's perception of his own feelings, attitudes, and ideas is more valid than any outside diagnosis can be.

A. Training Objectives Derived From This Generalization:

1. Enable student advisor to develop the kind of peer involvement so that he can establish a growth relationship between him and his counselee wherein both feel free to talk about their feelings, attitudes, opinions, and ideas.

   Procedure: Trainees are divided into pairs and challenged to establish such a growth relationship between each other during the training session. In this process the trainees simulate roles of student counselor and counselee while realistically establishing a better relationship between each other

2. Enable student advisor to be more aware of feelings when he talks to counselee--both his own feelings and those of the counselee.

   Procedure: Conduct dramatic role playing episodes which bring out strong feelings For example: a black student trainee plays the role of a militant black who is hostile to a white trainee playing the role of student advisor--and vice-versa. This role playing is taped and played back to the group to ascertain the following answers:

   a. Did student advisor show awareness of the feelings of hostility?
      How?

   b. Did the student advisor show acceptance of these hostile feelings?
      How?

   c. Did student advisor show any denial of these hostile feelings?
      How?

   d. At the conclusion, what did counselee feel about the student advisor?
      Why?
      What did student advisor feel about counselee?
      Why?

3. Enable the student advisor to take the first step toward accepting his own feelings about himself as a person by recognizing as fact that he has such feelings as belonging to him.

   Procedure: Have trainees talk to each other concerning real issues about which they have strong feelings In this process have trainees demonstrate their awareness of real feelings which motivate the verbalization that takes place. Further, have trainees demonstrate acceptance of these feelings without being judgmental.

4. Enable the student advisor to accept the feelings of the counselee about himself as a person without being accusative or judgmental--simply because these feelings are valid for the counselee's perception of his own "self."

   Procedure: Same as above, (3).

GENERALIZATION II

As long as the counselee accepts himself, he will continue to grow and develop in the educational process. When he does not accept himself, much of his energies will be used to defend himself against the institution instead of using the institution as a place to explore and actualize himself.

A. Training Objectives Derived From This Generalization

1. Enable the student advisor to become aware that all students are as unique in their limitations as they are in their attributes.

   Procedure: Trainees discuss among themselves the limitations and attributes they accept for themselves with emphasis on awareness of feelings which become evident to each other.

2. Enable student advisor to be aware of human limitations which realistically affect educational goals--and to understand why students are defensive about their limitations.

   Procedure: Have trainees identify possible limitations of their own which will prevent them from achieving their own educational goal or possible goals. This is done as trainees pair off and exchange roles of student advisor and counselee. At the conclusion, the group answers such questions as:

   a. Did you as counselee honestly address yourself to the question of your limitations?

   b. What feelings did you experience in doing this?

   c. Did you as student advisor detect the feeling of your counselee when he addressed himself to the same question?

   d. How defensive do you think you are about your limitations?
   Why?

   e. What significance will these answers have for you when you begin a peer counseling relationship?

3. Enable student advisor to help his peer counselee identify and admit any limitations pertaining to his educational goal.

   Procedure: Create problem situations in which solutions depend upon the application of lessons learned during role playing above.

4. Enable student advisor to understand how educational goals are determined not only according to ability and interests, but also according to consideration of any real limitation which may exist.

   Procedure: Demonstrations in which peer counselor presents himself as an example to influence his counselee. or find peer models with similar goals but pursuing them with some degree of success.

5. Enable student advisor to encourage and assist peer counselee to respond upon his own initiative in dealing with any possible limitation which affects his educational goal.

   Procedure: Enable student advisor to become aware of the specific expectations which he can help generate as the counselee internalizes the effects of the peer growth-relationship. These expectations are as follows in a developmental sequence.

   a. Counselee becomes aware that a growth-relationship is being established. (He keeps appointments; he talks freely about his feelings; and he is responding emotionally to the advisor as a warm genuine person).

   b. Counselee becomes aware that he is receiving a benefit from the counseling sessions. (Counselee is even eager to participate in sessions).

   c. Counselee acquiescesto suggestions of possible alternatives. (He agrees to study more in the library than at home where it is too noisy, etc.)

   d. Counselee wants to be referred to professional counselor for help beyond which student advisor is not trained to give.

      (Student advisor prepares professional counselor to receive his counselee.)

GENERALIZATION III

The peer counselee responds significantly to the student advisor when the latter shows genuine acceptance of him as a person.

A. Training Objectives Derived from This Generalization.

1. Enable the student advisor to maximize the advantage of the peer relationship in helping peer counselee to maintain a worthy sense of self

   Procedure: Demonstrate in the training session how trainees paired off with each other can project a feeling of warmth and genuine concern simply by showing an honest acceptance of each other. Trainees are asked to reveal how genuine acceptance was demonstrated to them in role playing. By sharpening their awareness of feelings and attitudes, they become conscious of accepting or rejecting them. Role playing is designed to reveal examples of behavior which is either overly aggressive or overly defensive. Trainees are asked to explore the self-image reflected by such behavior The purpose is to make trainee conscious of the kind of behavior which reveals a person's self-image. More important - the trainee becomes aware of his own self-image as the first step in becoming more aware of the self-image of others.

2. Enable student advisor to become more effective in his role of peer counselor with respect to the specific purpose of helping his counselee to enhance his own self-image.

   Procedure: Demonstrate in the training session how student advisors can become effective in making peer counselee aware of the significance of his freedom of choice in considering electives, majors, and educational goals. Stress that the student advisor never presumes to choose for his counselee, but rather conveys to his counselee that he is not alone in his fears, frustrations and self-doubts. The student advisor shows how he has accepted the responsibility for his freedom of choice. Demonstrate in the training session the importance of persuading the counselee to see a professional counselor as the initial step in assuming responsibility for resolving the complex problem of freedom of choice. This may be the most significant contribution of the student advisor - motivating the counselee to see the professional counselor - on the counselee's own initiative.

GENERALIZATION IV

The attainment of satisfactions from the collegiate sub-culture on campus and the sub-culture off campus is far more influential on student behavior than the attainments of satisfactions from the college institution as a whole. The behavior of the student on campus is more dependent upon his sub-culture than upon the expectancies presumed by the institution.

A. Training Objective Derived from this Generalization.

1. Enable student advisors to play a leading role in helping counselee from sub-culture to adjust to thrust toward higher education - requiring different values and different expectation of satisfactions.

Procedure: Black and brown student advisors are asked to examine those aspects of their respective sub-cultures which contribute to failure in the academic community, Student advisors from the same ethnic background as their counselees can effectively deal with the problem of distinguishing the difference between the values of the sub-culture and the values of the academic community These students address themselves to the following questions.

a. Why and how does the life style of a particular ethnic community make it difficult for the counselee to even become aware of the reasons for planning for study and the necessity of more organization of the student's life while in school?

b. Why is the counselee unwilling to forego present pleasures for future rewards? What pleasures? What rewards?

c. Why is the counselee unable to see any relevance between his community and the academic world?

d. Why does the counselee use an educational goal merely to bolster his ego without reference to reality of attainment?

e. Why do these different values evolve in an ethnic community?

f. On what basis can the student advisors show acceptance and genuine concern for those counselees who are handicapped by the persistence of certain

values which were not evolved to help them succeed academically?

g. What can the student advisors do to help such counselees adjust to the academic community?

S U M M A R Y

At Los Angeles City College the training program consisted of forty hours of training which usually took place one week before the beginning of each semester. This was sufficient to enable the student advisor to become a peer counselor, however, in addition to forty hours of concentrated preparation, two hours each week of continued training was a condition of employment in order to insure on-the-job training while student advisors were actually engaged in peer counseling. The forty hour period was sufficient to familiarize trainees with the most pertinent facts pertaining to student request for information. This phase of training consisted of making available to trainee local information, effective use of college catalog, and familiarity with the resources and extra curricular activities of the campus. The second phase of the training period - counseling at the affective level above, needed more time then could be allowed in the forty hour period. Training at the affective level was continued throughout the semester during the two hour period when all student

Advisors met with the director. The real justification for continued training at the affective level stems from the fact that the real subject matter involved is the student advisor himself. The student advisor brings to the program a <u>self</u> already experienced in relating to peers in informal bull sessions, friendly conversations with friends and strangers and countless other experiences involving devdopment of that self. At the affective level the main thrust of the training program is to enable the student advisor to become aware of how the self has been operating successfully in the past by making the student advisor aware of the reasons for whatever success he has experienced. It is possible to expand this awareness to a conscious level so that definite techniques can be learned - techniques which facilitate acceptance of human feelings without prejudices, technique which enhance change for a growth-relationship between peers, and techniques which give more confidence to the student advisor when relating to strangers of his own peer group. These are the techniques which will evolve from the outline of training listed above providing the following assumptions are ture:

1. That a felt need for peer counseling is reflected in the total educational philosophy of the institiution.

2. That the prospective peer counselor trainee is motivated to help his fellow student as an honest genuine commitment.

3. That peer counseling is an extension of normal peer relationship.

4. That with a minimum of training student advisors can enhance and direct the quality of rapport which they normally experience with their peers.

On the basis of the above assumptions a training program can be initiated that will effectively achieve the objectives listed in

the outline above - depending upon the motivation of staff and students toward those goals. Ideally such a program as described above could most effectively be handled by the Psychology Department. It is possible to build peer counseling into the curriculum with course credit given to those students wishing to enhance the quality of their interpersonal relationships.

There is a most valuable resource available to a training program designed to help students become more effective in their interpersonal relationships. It is called, General Relationship Improvement Program, a programmed sequence of ten lessons, easily administered; and very effective in providing role playing episodes and definite methodology in helping students become conscious of and sensitive to behavioral attributes which make possible growth relationships between individuals. It can be obtained from Human Development Institute, Inc. The address is 34 Old Iny Road, N.E., Atlanta, Georgia 30305.

IMPLEMENTATION AND ADMINISTRATION OF THE PEER COUNSELING PROGRAM

By the fall semester, 1968, the first group of student advisors had been trained according to the rationale indicated above. Perhaps the most significant aspect of the training occurred when the 26 trainees assisted during registration in helping students plan their schedule of classes. This experience had two significant results. First, it enabled the student advisors to be more sympathetic and understanding of the problems faced by the professional counselors. They realized that time was one of the most important factors in helping students, but time was not entirely within their control during the mad rush of registration. Decisions had to be made without enough time to find out all the facts. Decisions had to be made without enough time to check the student's verification of his high school record. The frustrations caused by this situation and their mistakes resulting thereupon gave the student advisors great sympathy for the efforts of the professional counselors who have always operated with the disadvantage of the time factor and the even worse disadvantage of the ratio between counselors and students.

On the other hand the service of 26 extra people in handling routine registration problems made a significant dent in the work load of professional counselors during the registration. This fact alone created a favorable impression on the part of professional counselors toward the peer counseling program. Moreover, the registration experience gave to the student advisors an appreciation of the advantage of the extra time with which they were provided to relate with their assigned counselees during the semester. The

advantage of extra time was made possible because of the following structure of the program in accordance with the poverty guidelines insisted upon by the federally funded program.

According to the guidelines, student advisors could only be assigned those students who met the poverty criteria of HEW. All incoming freshmen were required during registration to fill out a questionnaire designed to identify such poverty students. Letters were sent to 450 students qualifying under the poverty guidelines. Approximately half of these students responded to the letters offering them the opportunity to be assigned to student advisors during the semester. Since seven of the original 26 advisors had either transferred to four year colleges or dropped out for personal reasons, the average number of counselees assigned to each student advisor from this group was ten. In addition to these ten counselees assigned, another fifteen were assigned to each student advisor from the Developmental Communications Department. This department served the needs of those students whose placement tests clearly indicated the need for remedial instruction. These students also met poverty guidelines. Thus, each student advisor began the fall semester of 1968 with an assigned work load of 25 peer counselees each.

Student advisors tried to make at least one initial contact with each of the 475 students who understood that no one was compelled to meet with student advisors. Not only was this fact made clear in the letter sent to prospective counselees, but student advisors were careful to dispel any doubt in the minds of entering freshmen who despite the wording to the contrary tended to feel that the authority of the

institution was brought to bear on them to meet regularly with peer advisors. It was solely the responsibility of the student advisor to win over his counselee at the first interview and all subsequent contacts. A peer counseling program must rise or fall on its own merits - which simply means the effectiveness with which the peer advisors relate with peer counselees. Of the 550 initial contacts made by the student advisors, more than half of these counselees persisted in returning on a more or less regular basis. Thus the work load of 25 was reduced to an average of 12 to 15 for each peer advisor by the end of the semester.

Where did the student advisors meet their counselees? Because of shortage of office space, student advisors were assigned three hours of office time each week. They were required to be in the office designated at a time scheduled according to their class program. This was the time student advisors received walk-ins and arranged for contact with counselees. Most of the contacts took place away from the limited office space - at student hang-outs on campus, under a tree, in a vacant room, etc. Counselees often preferred the informal setting as being in keeping with the peer relationship.

Although there appears to be no supervision of student advisors in this setting, bear in mind that the entire group met every Friday for two hours. Each counselor was asked to review his week's contacts revealing how many counselees he saw; what problems he encountered; and what questions he had regarding the program.

In addition to the above counseling activities, student advisors engaged in a modified version of group counseling with students of the Development Communications Department. These remedial students were assigned in their special program one hour each week to meet with a student advisor in groups of 10 to 15. This was simply an "institutionalized bull session" in which student advisors established a group feeling in the process of having open ended discussions about whatever the group wished to discuss. The students in these groups were also assigned to individual student advisors. Thus remedial students were getting special attention by being assigned to an individual student counselor on a voluntary basis and by having built into the program one hour of group counseling each week. This hour of group counseling often became study sessions conducted either by the student advisor with the assistance of the Director, or by the Director himself.

Student leaders were often asked to attend these group counseling sessions to apprise the students of current campus activities. Sometimes an administrator was invited to explain his function and duties of his office. All of these efforts resulted in significantly raising the morale of these remedial students.

There are four major areas of difficulty in the implementation and administration of the peer counseling program. These areas are best indicated by the implication of the following questions:

1. How are peer counselors chosen from the list of applicants?
2. How effectively can peer counselors be supervised?
3. How can the peer counseling program be effectively articulated with the professional counseling program?

4. How can the peer counseling program be evaluated?

The degree of difficulty with respect to each of these areas will be directly proportional to the commitment of the institution to a philosophy of education which recognizes the fact that meaningful education can take place outside of the classroom. This refers to the most massive involvement with the peer counseling program by all levels - students, faculty, and administration. Each of these levels can find a justification for creating the distinct role of the "student advisor". The unique contribution of such a peer counseling program is that it involves the whole institution in making it possible to give to the peer relationship a dignity, meaning, and a direction which is lacking in spontaneous peer "bull sessions" which so often occur on college campuses. It is this massive involvement with the program which truly invests the peer counselor with the authority of the institution; nonetheless, still preserving the peer relationship in effecting changes in attitudes, values, perceptions, and adjustment. If the involvement is mostly at the students' level, it is impossible to deal with the difficulties with any degree of assured success. If, however, faculty welcomes conferences with student advisors about counselees taking their classes, and if administration looks upon the peer counseling program as an added line of communication between administrators and students, it will become increasingly clear to all that it can be an innovative program on campus structured to provide a living collegiate experience which in every sense can be related to a concept of education commensurate with human values and the pursuit of the ideal of providing students with a real life opportunity to become better human beings.

The need for peer counseling should not only be reflected at the student level, but also at the faculty and administrative level. If this need is clearly articulated at all three levels, then the whole school will be involved in the selection of applicants for student advisors. This will considerably lessen the difficulty in selecting applicants. This is true because at the very outset, the word "counseling" conjures for the student a familiar concept more or less realized from past experience. The very term counseling initiates a selective process which encourages the likely while discouraging the least likely candidates. Knowing that he has no professional training and knowing that the job consists of a one to one relationship between him and another human being, the student is motivated to apply to the extent that he has experienced some self realization in his own contact with people. Then conversely he is discouraged to the extent that in his one to one relationships he has felt inadequate or threatened. If students through student government, faculty through respective departments, and administration are truly involved in setting up criteria there will be an assurance of success in the selection of candidates.

The second area of difficulty, effective supervision, is even more dependent upon the total involvement of the institution. There can be no more effective way of supervising peer counselors than there exists for the supervision of professional counselors. This is a frank admission that the task of direct supervision of peer counselors depends

upon the degree of articulation with the professional counselors and their involvement with the program. As we mentioned above, the peer counseling program could be articulated with the curriculum of the Psychology and/or Sociology Departments, or conceivably with general humanities in such a manner that credit could be given to peer advisors for what they learn about interpersonal relationships and the process of becoming a warm genuine human being. It is even possible to articulate the peer counseling program with college orientation, as was done at Los Angeles City College one summer.

Peer counselors were used to work with the director to conduct an orientation program. Members of the freshman class met as a group with the director each day for a few minutes of direction and guidance. Afterwards the group was assigned student advisors, five freshmen for each advisor. The orientation class became the vehicle by which all of the objectives of the training were put into practice, and a means by which student advisors were able to initiate a growth relationship between them and in-coming freshman.

The point of all these suggestions is that supervision of the peer counseling program will depend upon the way it is involved in the existing structure of counseling, curricula, and student activities. It is difficult to supervise a peer counseling program that is not integrated within the existing structure of the institution. The more thoroughly the program is integrated with counseling, curricula, and student government, the easier the task of supervision.

What is most crucial to the success of a peer counseling program

is the degree of articulation with the existing counseling program. Ideally, every professional counselor in the institution should be in charge of a group of student advisors. Each professional counselor would be responsible for training the student advisors assigned to him and generally perform all the tasks normally given to a director of the peer counseling program. Again, speaking ideally, the professional counselor could be authorized to give college credit for demonstrated growth of student advisors in relating with their peers. Such credit could be authorized by any appropriate department which is concerned with guiding and developing the inevitable "education" that takes place outside of the classroom.

As a matter of fact, peer counseling articulated with professional counseling is one of the best opportunities conceivable for enabling students to capitalize on the enormous informal education that is so vital to student growth on the campus. At the same time, each professional counselor with five to ten student advisors under his direction will increase his influence a hundred fold in terms of personal contact with the student body. It is possible for each student advisor to carry a case load of ten to fifteen students selected from some specific target group - which could simply be candidates from the in-coming freshman class. In which case the articulation between professional counseling and peer counseling would be achieved by means of an innovative approach to college orientation. The professional counselor would meet with the entire group, peer counselors and peer counselees, once a week to give direction and guidance. Student advisors would be assigned a case load of counselees with whom they would schedule regular appointments on a one to one basis.

The above suggestion is an expansion of those instances at Los Angeles City College when the student advisor and professional counselor worked together in helping counselees. Two examples illustrate dramatically the impact of peer counseling articulated with professional counseling. The first example is that of the professional counselor who asked for help from one of our student advisors. He was a white counselor who was having difficulty in advising a black counselee who wished to pursue an engineering curriculum in spite of his poor background in math. The counselee insisted on taking a math class which was beyond his level of competence. Rather than have the counselee find out the "hard way" by taking the class in spite of his advice, the professional counselor explained the situation to the satisfaction of one of our black student advisors who consented to talk to the student. The dialogue between the two as later reported to me went as follows:

> Student advisor: Look man! I am black like you, and I am here to make sure that black students get a fair shake. What's the hang-up here?
>
> Counselee: This man is trying to keep me from taking what I want to take. He thinks because I'm black I'm not good enough!
>
> Student advisor: Come off it man! I want to know one thing -- and I want the truth because I have been through your bag myself -- crappy high schools in the ghetto - no competition in the math classes -- courtesy D's and gift C's -- but after it was over what did I know about that Algebra or Geometry -- nothing! You're not talking to whitey -- your talking to me Jack! How good are you in math? Let's tell it like it is:

The counselee agreed to take a more appropriate math class fitting his level of competence, and as a result of subsequent meetings with the student advisor, began to think of alternate vocational goals as he more realistically examined his strengths and limitations.

The second example is that of a white counselee who had been assigned to a brown student advisor whose parents were natives of the Phillipines. Both were females, and the white counselee became extremely dependent upon her advisor primarily because she was fighting the stigma of having been judged mentally retarded while in elementary school. Despite this, she was making normal progress but was extremely shy and ill at ease with her peers. In desperation the student advisor sought help from a professional counselor. The result was a concentrated array of support services suggested by the professional counselor who worked as a team with the student advisor to motivate the counselee to more and more act upon her own volition in getting help from city agencies to meet specific problems. The adjustment which followed was a tribute to the combined efforts of student advisor and professional counselor.

For a variety of reasons, the peer counseling program at Los Angeles City College has not achieved the articulation needed between the peer counselors and the professional counselors. However, enough instances like the above two examples have occurred to give every indication that peer counseling can be more effectively articulated with the regular professional counseling program. The major obstacle to such articulation is the resistance to the notion that specific educational objectives can be achieved through peer counseling which cannot be equally achieved in the classroom. Enormous implications stem from this obstacle.

The first implication is that the regular counseling program can be expanded to provide a real learning experience for peer advisors in a way that curriculum recognition can be given in terms

of subject matter and unit credit. At the same time, more counselees can be effectively served, and a greater impact on the student body can be made in making the institution more personal in its communication with students and in making the concept of counseling more positively known to a greater number of students. One is reminded of the advantages of the more successful examples of the experiment with the free university. The peer counseling program; without becoming so highly structured as a distinct unit apart from the institution, can in fact become a means by which the revolt against authoritarianism in education can take a positive step toward working with the establishment.

Moreover this can be accomplished without the charge of attempting to co-opt the student's desire for greater participation in decisions regarding what he sees as relevant and meaningful. This is true because all can agree on the needs which must be met as mentioned earlier; the need for a sense of belonging; the need for respect from peers and faculty; the need to communicate more effectively with peers and faculty; the need to establish genuine warm human relationships with peers and faculty; and above all the need for a sense of self-worth and human dignity.

Classrooms at best can only indirectly fulfill these needs. A peer counseling program can directly address itself to the task of fulfilling such needs in a living experience which involves a real life responsibility in the relationship between peer counselor and counselee and the relationship between both of these and the professional counselor.

The above suggestions are the result of two years experience in administering the peer counseling program at Los Angeles City College. In a real sense the purpose of our pilot program was not intended to prove empirically that all of the suggestions above would be carried out successfully. The suggestions are as much a result of our failures as they are of our successes. The evaluation which follows empirically proves that peer counseling did help students to succeed in college. The evaluation, however, must be seen within the context of all the factors which affected the program. Most important to bear in mind is the fact that the program began simultaneously with the beginning of the period of greatest student unrest in the history of the school - the two year period following the winter semester of 1968. Perhaps the most significant aspects of the program cannot be evaluated. During this period of greatest turmoil, how can we evaluate the impact of the program on those militant leaders who were given an opportunity to engage in a positive program which met their need for relevancy? How can we evaluate the significance of the fact that the student counseling program helped keep the lines of communication open between administrators and students?

The suggestions above are the result of experiencing the imponderables which cannot be evaluated.

The evaluation which follows is the work of my colleague Ben Gold, Director of Research at Los Angeles City College. It represents two semesters of operation by the peer counselors. The results should be read in light of the above remarks regarding the student unrest on campus.

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"THE FALL, 1968 STUDENT COUNSELOR ASSISTANT PROGRAM:
AN EVALUATION"

1. INTRODUCTION

Under the sponsorship of the American Association of Junior Colleges and the Office of Economic Opportunity, Los Angeles City College initiated in the Fall, 1968 semester an experimental program to ascertain the effects of using students as para-professional counselors to assist a select group of disadvantaged students from poverty area high schools. Other reports have described specifics of the program. This report is concerned with evaluation.

The program as originally developed listed the following objectives:

(1) To determine if student counselor assistants can assist socio-economically disadvantaged students to succeed academically in college during their first year.

(2) To determine if student counselor assistants can contribute to motivation and reinforcement necessary for socio-economically disadvantaged students to complete a two-year occupational or transfer program.

(3) To determine the effect of selected factors in the Student Counseling Assistant Program.

(4) To determine if student couselor assistants can be instrumental in recruiting socio-economically disadvantaged youth into junior college education.

(5) To establish guidelines for increasing the effectiveness of the Student Counseling Assistants.

Objectives (2) and (4) are long-range objectives. The attainment of which cannot be measured at this time. This report will be concerned mainly with objectives (1) and (3).

II. PERSISTENCE AND SCHOLARSHIP

Criterion variables to measure the degree of academic assistance student counselors were able to provide were chosen to be the percent of students who completed the first semester and grade point average of these students. Comparison groups were developed as follows:

Experimental Group (Group A):

All students who were identified by means of a questionnaire at registration as being socio-economically disadvantaged and who responded to the invitation extended to them to be assisted by a student counselor. (n-251)

Group A is subdivided into the following two groups:

AD: Those students who were enrolled in the Developmental Studies program, designed for students scoring low on the college entrance examination, and designed primarily to improve communicative skills. n-(132)

AR: the remainder of group A.(n-119)

Comparison Group B:

All students who were identified by means of a questionnaire at registration as being socio-economically disadvantaged and who failed to respond to the invitation extended to them to be advised by a student counselor. (n-299)

Comparison Group A-1:

A group of Fall, 1967 entering students designed to match* as closely as possibly Group A, matching variables being high school of origin, sex, age, and performance on the college entrance examination (School and College Ability Test). n-250.

In addition to the above, one other group will be included in the following discussion, viz., those students who "dropped in" on the student counselors and were subsequently advised by them.

Table 1 presents data comparing the three groups A, B, A-1 on age, sex, high school background, and total raw score on the SCAT entrance examination. Characteristics of groups A and A-1 match closely, by design. Pronounced

*total frequency matching was used; some small discrepancies appear in subgroupings presented later.

differences can be observed among the other groups. In order to study differences among students of various ethnic backgrounds, Los Angeles City high school groups are categorized according to a 1968 Los Angeles City ethnic survey indicating high schools predominately Negro or Mexican-American.

It will be noted that Group A contains students from high schools outside Los Angeles City. These students are included inasmuch as they received considerable attention from the student counselors and appeared to match in aptitude and background students from the Los Angeles area. Succeeding tables permit examining the effect of the program on these students separately.

Table 2 compares persistence rates and academic performance of the three groups as measured by percent C average or above and semester grade point average. Tables 3-6 indicate similar statistics according to the ethnic categories described above.

TABLE 1 - Characteristics of Comparison Groups

		Fall, 1968 (OEO criterion met) Counselees: not in D.S. A R		in D. S. A D		Total A		not counseled B		Fall, 1967 Comparison Group A - 1	
Number		132		119		251		299		250	
Age	17	24		14		38		12		79	
	18	63		83		146		197		113	
	19	25		13		38		58		29	
	20	17		9		26		32		28	
	Median	18		18		18		18		18	
SEX	Male	52	39%	41	34%	93	37%	137	46%	93	37%
	Female	80	61%	78	66%	158	63%	162	54%	157	63%
SCHOOLS L. A. City	Manual Arts	25		14		39		20		40	
	L. A. Jefferson	9		5		14		6		14	
	City Washington	10		9		19		26		19	
	Predom. Fremont	2		2		4		21		6	
	Black Jordan	0		2		2		3		2	
	TOTAL	46	35%	32	27%	78	31%	76	25%	81	32%
HIGH	L. A. Roosevelt	4		5		9		6		9	
	City Lincoln	5		1		6		7		6	
	Predom. Franklin	1		0		1		13		4	
	Mex.- Belmont	8		9		17		37		17	
	Amer. TOTAL	18	14%	15	13%	33	13%	63	21%	36	14%
SCHOOLS L. A. City Others	Los Angeles	18		14		32		79		33	
	Dorsey	12		5		17		47		17	
	Hamilton	5		4		9		31		9	
	Others	7		18		25		3		22	
	TOTAL	42	32%	41	34%	83	33%	160	54%	81	32%
Outside L.A. City	LA Private	7		12		19		0		20	
	Cal. Public	10		3		13		0		8	
	Cal. Private	1		1		2		0		2	
	West. Sts.	1		3		4		0		4	
	West. Cent. Sts.	0		1		1		0		1	
	Cent. Sts.	0		1		1		0		1	
	South. Sts.	4		8		12		0		12	
	N. E. Sts.	2		2		4		0		3	
	Foreign	1		0		1		0		1	
	TOTAL	26	20%	31	26%	57	23%	0	0%	52	21%

Continued on Page 5.

TABLE 1 - (continued)

		Fall, 1968 (OEO Criterion met) Counselees				Fall, 1967 Comparison Group
		not in D. S.	in D. S.		Not	
		A R	A D	Total A	Counseled B	A - 1
	0 - 10					
SCAT	11 - 15	1	4	5	1	4
TOTAL RAW	16 - 20	5	5	10	7	12
SCORE	21 - 25	6	15	21	8	18
(Natural	26 - 30	16	32	48	13	33
College	31 - 35	7	41	48	21	42
Freshman (10-)	36 - 40	19	20	39	17	43
Tiles	41 - 45	15		15	29	26
in (20-)	46 - 50	7		7	32	20
parentheses. (30-)	51 - 55	16		16	31	24
(40-)	56 - 60	7		7	25	13
	61 - 65	7		7	20	5
(50-)	66 - 70	9		9	23	7
(60-)	71 - 75	4		4	19	2
(70-)	76 - 80	2		2	11	0
(80-)	81 - 85	1		1	5	1
(90-)	86 - 90	0		0	6	0
	91+	3		3	1	0
Mean		45.9	29.9	38.2	52.3	39.0
Std. Dev.		17.2	6.4	15.3	16.8	13.1

TABLE 2 - First Semester Persistence and Academic Performance

	FALL, 1968 (OEO criterion met) Counselees				Fall, 1967 Comparison Group
	Not in D. S. A R	in D. S. A D	Total A	Not counseled B	A - 1
Total					
Number	132	119	251	299	250
No, completing semester	130	118	248	242	221
% completing semester	98%	99%	99%	81%	88%
No. C aver. or above	55	70	125	120	75
% C aver. or above*	42%	59%	50%	50%	34%
Average Uts. attempted	10.6	11.4	11.0	10.8	9.8
Grade point average	1.78	2.10	1.94	1.93	1.66
MALES					
Number	52	41	93	137	93
No. completing semester	52	41	93	112	86
% completing semester	100%	100%	100%	82%	92%
No. C aver. or above	21	15	36	49	20
% C aver. or above*	40%	37%	40%	44%	23%
Average Units attempted	11.7	12.1	11.9	11.1	9.5
Grade point average	1.84	1.81		1.82	1.48
FEMALES					
Number	80	78	158	162	157
No. completing semester	78	77	155	130	135
% completing semester	98%	99%	98%	80%	86%
No. C aver. or above	34	55	89	71	55
% C aver. or above*	44%	71%	57%	55%	41%
Average units attempted	9.8	11.0	10.4	10.6	9.9
Grade point average	1.74	2.26	2.01	2.04	1.77
% Male	39%	34%	37%	46.%	37%

* based on number completing semester

TABLE 3 - First Semester Persistence and Academic Performance: Students from Predominantly Negro High Schools

	Fall, 1968 (OEO criterion met) Counselees				Fall, 1967 Comparison Group
	not in D. S. A R	in D. S. A D	Total A	not counseled B	A - 1
TOTAL					
number	46	32	78	76	81
No. completing semester	46	32	78	57	69
% completing semester	100%	100%	100%	75%	85%
No. C aver. or above	21	15	36	26	22
% C aver. or above*	46%	47%	46%	46%	32%
Aver. units attempted	10.3	10.4	10.4	10.9	9.5
G.P.A.	1.69	1.87	1.76	1.97	1.60
MALES					
Number	11	8	19	27	27
Co. completing semester	11	8	19	18	24
% completing semester	100%	100%	100%	67%	89%
No. C aver. or above	5	3	8	6	3
% C aver. or above*	45%	38%	42%	33%	12%
Aver. units attempted	11.7	11.3	11.6	8.7	9.0
G. P. A.	1.91	1.49	1.73	1.74	1.28
FEMALES					
Number	35	24	59	49	54
No. completing sem.	35	24	59	39	45
% completing semester	100%	100%	100%	80%	83%
No. C aver. or above	16	12	28	20	19
% C aver. or above*	46%	50%	47%	51%	42%
Aver. units attempted	9.8	10.2	10.0	11.9	9.7
G. P. A.	1.60	2.01	1.77	2.05	1.75
% Males	24%	25%	24%	36%	33%

* based on number completing semester

TABLE 4 - First Semester Persistence and Academic Performance:
Students from Predominantly Mexican-American High Schools

	Fall, 1968 (OEO Criterion met)				Fall, 1967
	Counselees				
	not in D. S. A R	in D. S. A D	Total A	not counseled B	Comparison Group A - 1
TOTAL					
number	18	15	33	63	36
No. completing semester	18	14	32	45	33
% completing semester	100%	93%	97%	71%	92%
No. C aver. or above	5	8	13	22	14
% C aver. or above*	28%	57%	41%	49%	42%
Aver. units attempted	11.6	12.2	11.8	10.0	10.5
G.P.A.	1.66	1.77	1.71	1.96	1.78
MALES					
Number	12	7	19	26	18
No. completing sem.	12	7	19	17	18
% completing semester	100%	100%	100%	65%	100%
No. C aver. or above	2	3	5	7	10
% C aver. or above*	17%	43%	26%	41%	56%
Aver. units attempted	12.2	13.1	12.5	11.0	10.6
G.P.A.	1.54	1.76	1.62	1.73	1.98
FEMALE					
Number	6	8	14	37	18
No. completing semester	6	7	13	28	15
% completing semester	100%	88%	93%	76%	83%
No. C aver. or above	3	5	8	15	4
% C aver. or above*	50%	71%	62%	54%	26%
Aver. units attempted	10.4	11.3	10.9	9.3	10.4
G.P.A.	1.94	1.78	1.85	2.13	1.54
% Males	67%	47%	58%	41%	50%

*based on number completing semester

TABLE 5 - First Semester Persistence and Academic Performance: Students from "Other" L. A. CITY SCHOOLS

	FALL, 1968 (OEO Criterion met)				
	Counselees				
	not in D. S. A R	in D. S. A D	Total A	Not counseled B	Fall, 1967 Comparison Group A - 1
TOTAL					
Number	42	41	83	160	81
No. completing semester	41	41	82	140	70
% completing semester	98%	100%	99%	88%	86%
No. C aver. or above	18	20	38	72	27
% C aver. or above*	44%	49%	46%	51%	39%
Aver. units attempted	10.8	12.0	11.4	11.1	9.8
G.P.A.	1.88	2.13	2.02	1.91	1.80
MALES					
Number	19	17	36	84	26
No. completing semester	19	17	36	77	24
% completing semester	100%	100%	100%	92%	92%
No. C aver. or above	9	4	13	36	6
% C aver. or above*	47%	24%	36%	47%	25%
Aver. units attempted	12.0	12.3	12.1	11.7	9.4
G. P. A.	1.88	1.79	1.84	1.85	1.60
FEMALE					
Number	23	24	47	76	55
No. completing semester	22	24	46	63	46
% completing semester	96%	100%	98%	83%	84%
No. C aver. or above	9	16	25	36	21
% C aver. or above*	41%	67%	54%	57%	46%
Aver. units attempted	9.8	11.8	10.8	10.4	10.1
G. P. A.	1.88	2.38	2.17	1.99	1.92
% Male	45%	42%	43%	53%	32%

* based on number completing semester

TABLE 6 - First Semester Persistence and Academic Performance: Students from High Schools Other than L.A. City

	Fall, 1968 (OEO criterion met)				
	Counselees			not counseled	Fall, 1967 comparison Group
	not in D. S. A R	in D. S. A D	Total A	B	A - 1
TOTAL					
Number	26	31	57	none	52
No. completing semester	25	31	56	-	49
% completing semester	96%	100%	98%	-	94%
No. C aver. or above	11	27	38	-	12
% C aver. or above*	44%	87%	68%	-	24%
Aver. units attempted	10.0	11.1	10.6	-	9.6
G. P. A.	1.88	2.43	2.20	-	1.45
MALES					
Number	10	9	19	-	22
No. completing semester	10	9	19	-	20
% completing semester	100%	100%	100%	-	91%
No. C aver. or above	5	5	10	-	1
% C aver. or above*	50%	56%	53%	-	5%
Aver. units attempted	10.6	11.9	11.2	-	9.3
G. P. A.	2.05	2.17	2.11	-	1.12
FEMALES					
Number	16	22	38	-	30
No. completing semester	15	22	37	-	29
% completing semester	94%	100%	97%	-	97%
No. C aver. or above	6	22	28	-	11
% C aver. or above*	40%	100%	76%	-	38%
Aver. units attempted	9.6	10.8	10.3	-	9. 8
G. P. A.	1.75	2.54	2.24	-	1.68
% Male	38%	29%	33%	-	43%

*based on number completing semester

Table 7 presents a two way distribution of grade point averages and number of student counseling interviews for groups AR (No parentheses) and AD (In parentheses). Number of interviews varied from 2 to 17, averaging about 5½ for each group. Correlation coefficients are not significantly different from zero, indicating that no relationship exists between the number of counseling interviews and grade point average.

TABLE 7 - Number of interviews and Grade Point Averages of Students Counseled by Student Counselors, Fall, 1968

G. P. A.	Number of Interviews 2	3	4	5	6	7	8	9	10	11+	Total
3.75+		1 (1)						1			1 (1)
3.50-3.74	(1)			1 (1)		2					2 (2)
3.25-3.49		1	1 (1)								1 (1)
3.00-3.24	(2)	2 (2)	(1)	2 (2)		1 (1)	(2)	1		2	8 (10)
2.75-2.99	(2)	2	(2)	2 (2)	(1)	(3)	2		(3)	(1)	6 (14)
2.50-2.74	(2)	1	1 (1)	1 (1)	1 (2)	(1)			2		6 (7)
2.25-2.49	(1)	3	(6)		1 (1)	2 (2)	1 (1)			(3)	7 (14)
2.00-2.24	4 (2)	3 (2)	4 (4)	2 (4)	(2)	3 (3)	(1)	5 (2)	3	(1)	24 (21)
1.75-1.99	1 (1)	5 (3)	1 (4)	3 (2)	(1)	(1)	(1)		1		11 (13)
1.50-1.74	2 (1)	3 (1)	1 (1)	1 (2)	2 (1)	(2)	2 (1)	(1)	(2)	2 (1)	13 (14)
1.25-1.49	(1)	2	2	1 (1)	4	1 (1)				1 (1)	11 (4)
1.00-1.24	3 (1)	1 (1)	3 (2)	2 (1)	2 (2)		2			1	14 (7)
0.75-0.99	(1)	1		1							2 (1)
0.50-0.74		1			2 (1)	1		(1)	1	1	5 (2)
0.25-0.49	1		1	1		1	1 (1)				5 (1)
0.00-0.24	1. (1)	2 (2)	3 (1)	2 (2)	1	1	1	1	1	1	14 (6)
TOTAL	12 (16)	27 (12)	16 (23)	18 (18)	13 (12)	12 (14)	9 (7)	8 (4)	6 (5)	9 (7)	130 (118)

Numbers in parentheses refer to students in Developmental Studies (AD). Other numbers refer to AR group

Number of interviews Mean:
AR= 5.7
AD= 5.6
Total A= 5.7
Std. Dev.:
AR= 3.1
AD= 3.1
Total A= 3.1

Grade Point Average Mean:
AR= 1.70
AD= 2.08
Total A= 1.88
Std. Dev:
AR= 0.92
AD= 0.80
Total A= 0.88

Correlation Coefficeint
AR: 0.10
AD: 0.04
Total A: 0.07

In addition to assisting students described above (Group A), student counselors answered questions and advised, when time permitted, other students on the campus who were aware of the program and came in to see the student counselors during their posted hours of availability. Two-hundred and fifty-eight students "dropped in" in this fashion and participated in a total of 428 interview sessions, an average of 1.6 visits per student, or an average of 22 "drop-ins" for each of the 19 student counselors. Effects on these "drop-ins" were not considered in this study.

III. SUBJECTIVE OPINIONS OF PROGRAM

In order to obtain opinions and value judgments of those involved in the program, questionnaires were prepared for students counseled, student counselor assistants, and professional counselors. Table 8 below indicates response rates of these three groups to these questionnaires.

TABLE 8 Response to Questionnaires

Group	No. in Group	No. Questionnaires Returned	
Students counseled	251	101	(40%)
Student counselors	16*	12	(75%)
Professional counselors	16	13	(81%)

* 2 of the original 19 had withdrawn

Following is a summary of responses to the questionnaires for each of the three groups.

Counselees

One hundred and one counselees, of whom 38 were male, completed the questionnaire. Ages ranged from 17 to over 30, median 18.6. in responding to a question asking for ethnic background, 43 indicated Black, 21 Brown, 23 White, 9 Oriental, and 5 declined to state. 44 students indicated they were in the Developmental Studies program, 48 indicated they were not, 9 declined to state. Percent male in the respondents and in the total group (38% - 37%) and percent in Developmental Studies (48% - 47%) lend credence to the representativeness of the respondents. The following indicates responses to the remaining questions according to ethnic background and sex. Discrepancies in totals indicate failure to respond to specific questions.

Units completed this semester:

Units	Black	Brown	White	Oriental	Male	Female	Total
0 - 3	4	1	1	0	1	5	6
3½ - 6	0	2	0	0	0	2	2
6½ - 9	6	4	1	1	4	9	13
9½ - 12	16	4	9	5	12	23	35
12½ - 15	13	9	7	2	17	15	32
Over - 15	4	1	3	1	3	8	11
Total	43	21	21	9	37	62	99
MEDIAN	11	11½	11½	10½	12½	10½	11½

How many hours per week do you work for pay outside of school?

	Black	Brown	White	Oriental	Male	Female	Total
None	14	8	11	2	13	27	40
1 - 9	3	2	4	3	5	7	12
10 - 19	5	1	3	1	4	7	11
20 - 29	16	4	3	3	8	18	26
30 - 39	2	2	1	0	4	1	5
40+	2	2	1	0	2	3	5
TOTAL	42	19	23	9	36	63	99
MEDIAN	19	9	2	6	10	6	8

How many hours per week do you spend on homework?

	Black	Brown	White	Oriental	Male	Female	Total
None	1	0	0	0	1	2	3
1 - 5	12	6	8	3	10	19	29
6 - 10	9	5	3	4	7	15	22
11 - 15	10	4	7	2	8	16	24
16 - 20	8	4	1	0	7	6	13
21 - 25	1	1	2	0	3	1	4
26 - 30	0	0	1	0	0	2	2
31+	1	0	1	0	0	2	2
TOTAL	42	20	23	9	36	63	99
MEDIAN	10	10	11	7	10	9	10

How many times have you met with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
Once Only	2	2	1	1	3	3	6
2 - 3	7	6	8	0	10	14	24
4 - 6	6	5	7	5	10	14	24
7 - 10	14	2	1	1	6	12	18
11+	11	5	6	1	8	16	24
Total	40	20	23	8	37	59	96
MEDIAN	8	5	5	5	5	6	5

How would you describe your relations with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
warm and friendly	39	21	21	9	37	58	95
polite but not very friendly	0	0	2	0	1	1	2
rather cool and distant	0	0	0	0	0	0	0
TOTAL	39	21	23	9	38	59	97

For the following fifteen items, respondents were asked to circle a number according to the following scale, indicating how much help the student counselor gave them in the area indicated.

0: No help at all, none needed
1: Needed help but got none
2: A little help
3: A reasonable amount of help
4: Very much help

Selecting a schedule of classes.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	3	1	5	1	4	6	10
1	2	0	1	0	1	2	3
2	4	3	3	2	3	9	12
3	8	5	7	5	11	17	28
4	22	9	6	1	16	24	40
TOTAL	39	18	22	9	35	58	93
AVERAGE	3.1	3.2	2.4	2.6	3.0	2.9	2.9

Understanding the college catalog.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	3	7	2	8	13	21
1	1	0	1	0	1	1	2
2	7	5	3	3	9	10	19
3	6	4	7	2	7	15	22
4	16	7	3	1	9	19	28
TOTAL	39	19	21	9	34	58	92
Average	2.5	2.6	1.9	2.2	2.2	2.4	2.4

Understanding college rules

Response	Black	Brown	White	Oriental	Male	Female	Total
0	11	6	13	3	15	18	33
1	0	1	1	0	2	0	2
2	8	1	3	2	5	10	15
3	4	5	4	4	7	13	20
4	15	6	0	0	5	16	21
TOTAL	38	19	21	9	34	57	91
AVERAGE	2.3	2.2	0.9	1.8	1.6	2.2	1.9

Learning how to study

Response	Black	Brown	White	Oriental	Male	Female	Total
0	6	6	5	0	8	10	18
1	3	1	2	1	3	4	7
2	5	2	4	1	6	7	13
3	8	7	9	5	10	20	30
4	17	3	1	2	6	18	24
TOTAL	39	19	21	9	33	59	92
AVERAGE	2.7	2.0	2.0	3.0	2.1	2.5	2.4

Referring me to a professional counselor

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	8	10	2	13	18	31
1	0	2	2	0	4	0	4
2	4	3	5	3	7	8	15
3	4	1	3	2	3	8	11
4	22	4	1	1	6	22	28
TOTAL	39	18	21	8	33	56	89
AVERAGE	2.8	1.5	1.2	2.0	1.5	2.3	2.0

Willing to listen to my problems

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	3	0	3	5	8
1	0	1	0	0	0	1	1
2	0	0	3	0	2	1	3
3	2	2	5	4	6	7	13
4	33	15	10	5	23	43	66
TOTAL	39	19	21	9	34	57	91
AVERAGE	3.5	3.5	2.9	3.6	3.4	3.4	3.4

Giving information about 4-year colleges

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	6	0	7	3	12
1	1	2	0	0	2	1	3
2	6	3	5	1	4	11	15
3	10	5	8	1	12	12	24
4	17	7	6	3	9	25	34
TOTAL	38	18	30	5	34	54	88
AVERAGE	2.9	2.8	2.2	3.2	2.4	2.9	2.7

Giving information about 2 year programs

Response	Black	Brown	White	Oriental	Male	Female	Total
0	7	2	7	0	7	10	17
1	0	1	0	1	0	2	2
2	3	5	5	2	5	10	15
3	9	3	5	3	10	11	21
4	20	7	5	3	10	25	35
TOTAL	39	18	30	9	32	58	90
AVERAGE	2.9	2.7	2.0	2.9	2.5	2.7	2.6

Formulating my vocational plans.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	6	10	1	16	11	27
1	3	0	0	1	1	4	5
2	2	2	4	3	6	6	12
3	10	3	5	3	3	18	20
4	15	7	4	1	7	20	27
TOTAL	39	18	23	9	33	58	91
AVERAGE	2.9	2.9	1.8	2.2	1.9	2.5	2.2

Deciding on a major.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	12	9	8	2	13	18	33
1	1	1	0	1	0	3	3
2	4	3	2	4	7	6	13
3	7	1	4	1	9	11	16
4	16	4	6	1	7	19	26
TOTAL	38	18	20	9	32	57	89
AVERAGE	2.3	1.4	2.0	1.8	1.8	2.2	2.0

Understanding my own abilitites.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	7	6	1	12	12	24
1	2	0	2	0	1	2	4
2	5	2	1	2	4	6	10
3	7	6	8	4	10	17	27
4	16	3	2	1	2	1	23
TOTAL	39	18	19	8	30	58	88
AVERAGE	2.5	1.9	1.9	2.5	1.6	2.6	2.2

Understanding my own limitations

Response	Black	Brown	White	Oriental	Male	Female	Total
0	8	6	9	2	12	15	27
1	1	1	1	0	1	2	3
2	6	2	2	2	7	5	12
3	7	4	6	4	6	16	22
4	15	5	1	0	4	18	22
TOTAL	37	19	19	8	30	56	86
AVERAGE	2.3	2.0	1.4	2.0	1.6	2.4	2.1

Inspiring me to do well in college

Response	Black	Brown	White	Oriental	Male	Female	Total
0	0	1	8	1	5	5	10
1	1	0	2	0	2	1	3
2	2	1	0	1	4	3	7
3	5	6	7	5	11	14	25
4	20	11	3	2	12	34	46
TOTAL	39	18	22	9	34	59	93
AVERAGE	3.3	3.4	1.9	2.8	2.7	3.3	3.0

Having respect for myself

Response	Black	Brown	White	Oriental	Male	Female	Total
0	0	7	10	1	10	16	26
1	0	0	0	0	0	0	0
2	3	1	3	0	0	1	7
3	2	3	6	7	3	13	18
4	23	0	4	1	12	27	39
TOTAL	30	18	23	9	23	57	93
AVERAGE	2.9	2.3	2.6	2.6	2.3	2.6	2.5

Making my own decisions

Response	Black	Brown	White	Oriental	Male	Female	Total
0	15	7	10	1	13	21	34
1	0	0	0	0	0	0	0
2	2	2	5	4	6	7	13
3	5	4	2	3	8	8	16
4	16	5	5	1	6	22	28
TOTAL	38	18	22	9	33	58	91
AVERAGE	2.2	2.0	1.6	2.3	1.8	2.2	2.0

The final question asked the counselees their general opinion of the student counselor assistant program:

Response	Black	Brown	White	Oriental	Male	Female	Total
Excellent	27	18	12	4	21	43	64
Good	11	0	8	4	12	12	24
Fair	3	2	3	0	5	4	9
Poor	0	1	0	0	0	1	1
Useless	0	0	0	0	0	0	0
TOTAL	41	21	23	8	38	60	98

Student Counselors

Twelve student counselors completed the questionnaire submitted to them.
Following is a count of the responses to personal questions:

Sex: male (7), female (5)
Marital status: married (1), single (9), divorced (1)
Age: 19(2), 20 (1), 21-25 (2), 26-30 (3), over 30 (1)
Ethnic background: Black(4), Brown 6), White (1)
Units completed at L.A.C.C.:
21-30 (4), 41-50 (5), 51-60 (1), over 60 (2)
Paying job other than student counselor, yes (2), no (10)
(both 15 hours per week)

Student counselors were asked to indicate on a three point scale their feelings as to how much help counselees needed in various areas, and also how much of this help they were able to provide. Table 9 indicates numbers of responses (and average response) in each category.

TABLE 9 - Student-Counselors Judgments as to Help Needed and Help Provided

	Amount of Help Needed by Counselees				Amount of Help Provided by Student Counselor			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.
Selecting a schedule of classes	0	0	11	3.00	0	0	11	3.00
Understanding college catalog	1	7	3	2.18	1	6	4	2.27
Understanding college rules	3	6	1	1.80	2	7	1	1.90
Learning how to study	0	5	7	2.58	0	6	7	2.54
Information about 4-year colleges	0	3	9	2.75	0	3	7	2.70
Information about 2-year programs	0	5	7	2.58	0	4	6	2.60
Formulating vocational plans	0	4	7	2.64	0	8	4	2.33
Deciding on a major	0	6	6	2.50	0	8	4	2.33
Understanding abilities	1	5	5	2.36	1	8	2	2.09
Understanding limitations	0	7	3	2.30	0	7	3	2.30
Having self-respect	2	4	4	2.20	1	5	4	2.30

Other areas mentioned by one of two counselors included:

"personal problems." "home life", "scholarships and grants", and "employment".

The major portion of the Student-Counselor questionnaire consisted of questions requiring subjective essay type responses. Following is a summary of responses to these questions. Numbers in parentheses indicate number of responses.

1. Was the student counselor assistant experience helpful to you personally? In what why?

Student counselors felt that their experience was a valuable one of learning:

understanding and relating to others (5)
students "needs" in college (4)
insight into personal limitations and worth (3)
responsibility toward others (2)
insight into today's social problems (2)
conflicts of individual and institution (1)
information about four-year colleges (1)

2. Do you feel that you personally affected your counselee's attitude toward college? In what way?

All respondents indicated that they felt that they had affected attitudes in one or more of the following ways:

encouraged them to will to succeed in spite of previous failures (4)
encouraged them to formulate individual goals (2)
instilled desire to do well in their courses (2)
made college less impersonal (1)
inspired confidence in ability to make decisions (1)
convinced them that college would help them learn about themselves (1)
made college less bewildering (1)
convinced them that college is only the beginning of learning (1)

3. What do you think the relation between student counselor and professional counselor should be?

working together to help students - should get to know one another (11)
group discussions to add to the training of student counselor assistants (2)
informal (1)
the pro's should be there always to support the student counselor assistants and handle difficult problems (1)

Did you find it so?
yes (6)
no, because there was conflict and jealousy (2)
no, not enough communication (2)
no, some counselors were cooperative, some not (2)

4. What do you think the relation between student counselor and director of the program should be?

(a) should be close - much dialogue - not strictly employer-employee (7)
(b) should be two-way communication but with the director always in control (4)
(c) the way it is (1)

Did you find it so?
yes (7), 4 (a), 2(b), 1 (c)
no (2), 1 (a), 1 (b)
not always (3), 2 (a), 1 (b)
director didn't consult student counselor assistants on some decisions
director was weak in resolving conflicts

5. What were the strong points of your training program?

simulated counseling situations (7)
general information about schedule planning, how to study, catalog, campus facilities, etc. (5)
group meetings and discussions (3)
advice from professional or older student counselors (3)
watching counselors in real sessions (2)
psychology training (2)
methods of problem solving (1)
everything! (1)

6. What were the weak points of your training program?

lack of communication with professional counselors and director (3)
none (3)
failure to visit high schools as planned (2)
director worries too much (1).
too much time spent training for group counseling (1)
not enough information on college programs, particularly the technical curricula (1)
time wasted in class settling disputes (1)
time wasted in class doing paperwork (1)
not well organized (1)
failure to impress some counselors (1)

7. Did you find a significant difference in your relationship with counselees of the opposite sex? Comment.

no (7)
yes (5)

Three males indicated that females were more responsive and open with them. One female said that females were more responsive at first, but with time, males became more dependent on her.

8. Do you find a significant difference in your relationship with counselees of other ethnic groups? Comment.

no (8)
yes (2)
White counselees have value conflict with minority counselor (2)
Non-Black counselees would not discuss personal things with Black student counselors (1)
All minority counselees accept another minority counselor (1)
dealt only with own ethnic group (1)

9. What is your general opinion of the student counselor assistant program?

excellent 3
good 9
fair 0
poor 0
useless 0

Three students stated they marked good, not excellent, only because of first year imperfections which could be removed.

Following are some direct quotes from statements by student counselors (each from a different person):

"I believe that both professional counselors and student counselor assistants are working to help the students and any petty problems should be put aside...There were a few misunderstandings and perhaps some lack of communication between student counselor assistants and director and administration"

"...regular middle class values in conflict with Black, Brown, and other ethnic group values"

"The program helped me in developing my personality and confidence in myself. It gave a sense of worthiness"

"From what I have observed, some of the professional counselors have tended to be somewhat envious of the student counselor assistants"

"They (student counselor assistants and professional counselors) should be married very thoroughly. Even using imagination of a simpleton, anyone can see the immense benefit of having minority student counselors, working with minority students, and working also very closely with the professionals to bridge the gap ...(did you find it so?) Damn right -- and so did those professionals with whom I worked. I am not certain, however, as to how the other assistants were able to develop a good working relationship with the professionals."

"...in the beginning, the program was very instructional. But toward the end, most of the spirit was gone due to internal problems."

"Helped me to better understand the needs of the Black students at LACC and also helped me to better understand how the educational institutions fail in meeting these needs."

"The program is giving me great insight into my personal abilities and limitations...counselees felt they had a friend who cared how they did in college... I learned certain answers just by listening to one of the professional counselors answer questions ... I found the Director a warm, sympathetic, patient man who always found time to discuss with me any problems."

"It helped in one way I know for a fact and that is not feeling down and out about being in the Developmental Studies."

"By the end of the Spring semester the student counseling program will be excellent, due to trials we will have corrected all errors."

"Need to learn more about group process, ability to counsel more than one or two but a group of ten or more."

"The attitude of both professional counselor and student counselor should be one of mutual respect. The professional counselor should not feel threatened ... and the student counselor should accept meaningful advice ... I did not find this relationship to exist in overall terms. It existed with certain individuals on both sides."

PROFESSIONAL COUNSELORS

Thirteen of the sixteen professional counselors returned questionnaires submitted to them. They were asked to respond to these three point scales similar to those submitted to the student counselors, with the request that they estimate (1) amount of help generally needed by counselees, (2) amount of help student counselors can be expected to give, and (3) amount of help actually given by the Fall, 1968 student counselors, Table 10 indicates numbers of responses (and average response) in each of these categories.

TABLE 10 - Professional Counselor Judgments as to Help Needed, Ability Of Student Counselor Assistants to Provide Help, and Help Provided.

	Amount of help generally needed				Amount of help S.C. can be expected to give				Amount of help given by F'68 Stud. C. A's.			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.
Selecting a schedule of classes	0	5	8	2.62	0	6	7	2.54	0	9	3	2.25
Understanding college catalog	0	6	7	2.54	0	8	5	2.38	2	8	1	1.91
Understanding college rules	0	9	4	2.31	0	10	3	2.23	3	8	0	1.73
Learning how to study	0	4	9	2.69	0	10	3	2.23	2	9	0	1.82
Information about 4 yrs. colleges	0	2	11	2.85	1	10	1	2.00	2	8	0	1.80
Information about 2 yr. programs	0	7	6	2.46	0	11	2	2.15	4	5	1	1.70
Formulating vocational plans	0	5	8	2.62	4	9	0	1.69	5	6	0	1.55
Deciding on a major	0	8	5	2.38	2	11	0	1.85	3	8	0	1.73
Understanding abilities	0	5	8	2.62	4	8	0	1.67	6	5	0	1.45
Understanding limitations	0	4	9	2.69	3	9	0	1.75	7	4	0	1.36
Having self-respect	0	8	5	2.38	0	9	4	2.31	0	6	4	2.40

Other areas mentioned (each by one respondent) included "gaining self-confidence", "seeking professional guidance", "defining student ability", "information about clubs and student activities", "information about instructional Materials Laboratory", "encouraging personal contacts with teachers and counselors".

Following is a summary of responses to the remaining questions.

11. Please estimate the following

1. How many times did a student counselor personally bing a student to you for help?

one (2)
two (4)
three (1) median: three
four (3)
eight (1)
twelve (1)
twenty-five (1)

2. How many times did a student seek your counsel because a student counselor had suggested he do so?

None (3)
One (4)
Two (3) Median: One
Three (1)
Four (1)
Ten (1)

3. How many times did a student counselor come to you to get answers to informational questions (not related to a particular studnet)?

One (2)
Two (5)
Three (1) Median: Two
Five (2)
Ten (3)

4. How many times did a student counselor come to you for advice in assisting one of his counselees?

None (2)
One (5)
two (2) Median: One
three (2)
five (1)
six (1)

III. What do you think the relation between student counselor and professional counselor should be?

one of close cooperation (7)
student counselor assistants should help with routine information but should consult with professional counselors on educational problems (4)
supervisor-trainee relationship (3)
continuous communication (1)

Did you find it so?
no (12)
yes (1)

student counselor assistants were hostile and suspicious of professional counselors (2)
student counselor assistants resented any suggestions (1)
no communication (1)
little done to encourage communication (1).

Please describe what you consider appropriate criteria for selection of student counselor assistants.

good academic standing (10)
willingness to cooperate with professional counselors (5)
interest in helping students (4)
agreement not to let political activities enter in (3)
ability to express self (2)
minimum of outside obligations (1)
evidence of campus or community service (1)
on campus two semesters or more (1)

What is your general opinion of the student counselor assistants program?

excellent (0)
good (3)
fair (4)
poor (6)
useless (0)

Do you think it should be made a permanent part of the LACC guidance program?

yes, substantially as is (0)
yes, with minor changes (3)
yes, with major changes (9)
no (1)

Please give reasons for your answer in the space below, and describe any recommended changes.

Program would be more effective if more liason existed between professional counselors and student counselors assistants -- perhaps having specific assignments of professional counselors to student counselor assistants. (8)

Different basis for selection of student counselors is needed -- militants should be excluded, race should not be the dominant factor (4)

Student counselor assistants' time on duty was too often spent on activities, mostly political not relevent to counseling (4)

Student counselors have been advising in areas wherein they are not qualified (4)

Program would be more effective if limitations imposed by outside funding were removed (1)

Following are some direct quotes from statements by professional counselors (each from a different person):

"There are several student counselors who are hard working, conscientious, and dedicated to their job. But they tend to carry along with them the deadwood who seem to be far more concerned about their outside activities and conferences with their own select group of friends."

"The student counseling staff should be reduced in size; frequently the current members of the staff have little or nothing to do."

"Student counselor assistants should be aware of the need of the close team relationship with professional counselors and to be willing to cooperate...there has been practically no effort to work with me as a professional counselor."

"They have given much wrong information to students as well as directing them in unrealistic goals and classes. This later was determined by accidentally seeing students after their advise by student counselor assistants.

"A friendly and helpful rapport should exist between student counselor assistants and professional counselors...the student counselor assistants resented any suggestions made to them."

"Students should not be chosen for this program who are known militants on campus."

"I feel that it could be of great value, but structured with the severe limitations imposed by outside funding, I feel that perhaps more harm than good is resulting from it."

"People selected in wrong manner---should be selected on basis of scholarship, citizenship, and basic integrity for this type of work where they deal with students' careers and affect their decisions and their lives."

"A student who wanted Business Data Processing was enrolled on the advice of the student counselor in Computer Technology...I strongly recommend that student counselor assistants work more closely with the professional counselor."

"I believe that the student counselor assistants have helped give additional confidence to minority group members...My principal complaint is the separateness with which the two groups (student counselor assistants and professional counselors) have proceeded..."

"I believe with adequate training and orientation students can successfully relieve the professional counseling staff of much routine advisement and can relate particularly well to some students of minority groups."

"Successful students interested in helping can be effective in working with other students ... I feel counseling at LACC could be more meaningful if there was closer cooperation between the two segments."

"I know very little about what is going on in the program...in general it appears that students are using the service and without information on negative reactions, it appears that the service is of value. The student counselor assistants that I have seen on duty seem conscientious, concerned, able to express their ideas well, and capable of relating to other students."

"It is my opinion that many of the student counselor assistants (Not all) are not following the original concept of the role of the position, but are more interested in devoting their attention to activities of another nature."

"If the program is to be more meaningful, the communication between professional counselors and student counselors must be improved. The critical issue is the giving of wrong information..."

Table II presents for comparison purposes rankings, in order of average response, given by counselees, student counselors, and professional counselors to the eleven areas described earlier. Rank correlation coefficients are indicated for each pair of ranks. Counselees and student counselors agreed pretty well on the areas of need and of help provided. Professional counselors seemed to feel that the student counselors were provided help in the areas in which they could be expected to help but could neither provide nor be expected to provide assistance in certain areas of need, viz., information about four year colleges, understanding abilities and limitations.

(2)

TABLE II - Rank Order of Average Responses

	Counselors	Student Counselors			Prof. Counselors	
	Help obtained (A)	Help needed (B)	Help provided (C)	Help needed (D)	Exp. of S.C. help (E)	Amt. of S.C.help (F)
Selecting a schedule of classes	1	1	1	5	1	2
Understanding the college catalog	5.5	10	9	7	2	3
Understanding college rules	11	11	11	11	4.5	6.5
Learning how to study	5.5	4.5	4	2.5	4.5	4
Information about 4-yr. colleges	2	.2	2	1	7	5
Information about 2-yr. programs	3	4.5	3	8	6	8
Formulating covational plans	7.5	3	5.5	5	10	9
Deciding on a major	10	6	5.5	9.5	8	6.5
Understanding their abilities	7.5	7	10	5	11	10
Understanding their limitations	9	8	7.5	2.5	9	11
Having self-respect	4	9	7.5	9.5	3	1

Correlation coefficients:

AB	.61	BC	.90	CD	.46	DE	-.12	EF .88
AC	.73	BD	.58	CE	.20	DF	-.19	
AD	.35	BE	-.09	CF	.28			
AE	.51	BF	.04					
AF	.56							

IV. SUMMARY AND CONCLUSIONS

This report is an effort to evaluate some aspects of the Student-Counselor-Assistant Program inaugurated in the Fall 1968 semester on the Los Angeles City College campus, with support from the U.S. Office of Economic Opportunity through the American Association of Junior Colleges. Scholarship and persistence statistics were compiled and compared for three groups: (1) the experimental group of socio-economically disadvantaged students who were counseled by the paraprofessional student counselors; (2) a comparison group of socio-economically disadvantaged students who failed to respond to the invitation to be counseled by the student counselors; (3) a comparison group of Fall, 1967 entrants, selected to match the experimental group on the variables of high school background, sex, age, and performance on the college aptitude test (S.C.A.T.). Subjective data were obtained by means of questionnaires submitted to students who were counseled, the student counselors, and the professional college counselors.

From the data presented in the body of this report, the following conclusions appear justified:

(1) Students (Group A) who were counseled by the student counselors clearly persisted at a higher rate throughout the semester than those students who were invited to be counseled but declined the invitation (Group B). The degree of relationship between motivation to accept the invitation to consult a student counselor and motivation to stay in college was not measured in this study and is possibly quite strong. Nevertheless, the difference in persistence rates between the two groups (99% vs 81%) is statistically highly significant and indicates that the student counselors had an impact on the students' staying in college throughout the semester.

(2) First semester scholarships performance, as measured by grade-point average, was almost identical for groups A and B (1.94 vs 1.93). However, aptitude for college work as measured by the college entrance examination was clearly higher for group B (average performance at the 25th national college freshman percentile) than group A (average performance at the 10th percentile) indicating that the student counselors had a positive effect on the students academic performance.

(3) When compared to a group of Fall, 1967 entering students (Group (A-1) matched on age, sex, high school background, and total SCAT scores (but not on any motivational factors), counselees persisted at a higher rate (99% vs 88%) and performed at a higher academic level (GPA 1.94 vs 1.66; % above C average 50% vs 34%).

(4) A higher percentage of females responded to the invitation to be counseled than did males (49% to 40% of these invited). Females in the Developmental Studies (group AD) performed better than males (GPA 2.26 vs 1.81); females in the remaining subgroup (group AR) performed slightly below males (1.74 vs 1.84). Both males and females in Group A performed at about the same level as those in Group B, and significantly better than their counterparts in the Fall, 1967 comparison group.

(5) Counselees from predominantly Negro Los Angeles city high schools persisted throughout the semester at a 100% rate. Grade point average for this group was slightly below the group A average (1.76 vs 19.4), but slightly better than the comparable subgroup of Fall, 1967 entrants (1.76 vs 1.60). Male performance in this group was significantly better than that of their counterparts of a year ago (1.73 vs 1.28), primarly due to the high performance of those not in Developmental Studies (GPA 1.91).

(6) Although numbers are small, consideration of counselees from Los Angeles city high schools predominatly Mexican-American indicates that relatively more males were counseled (58% vs 37% for all of group A), females (but not males) showed improvement in grade point average over those of a year ago, performance in Developmental Studies was relatively poorer than those from predominatly Negro high schools.

(7) Counselees from out city high schools performed at a higher rate than other sub-groups (GPA 2.20, 68% above C), significantly better than their counterparts of a year ago (GPA 1.45, 24% above C). Motivational factors may be significant in this group, as these students were originally not invited to be part of the program and were permitted to be counseled either by their own request or at the invitation of the student counselors.

(8) The number of interviews for a counselee showed no relationship to his grade point average. Apparently factors other than frequency of visits were significant in the student-counselor-counselee relationship.

(9) 90% of the students counseled rated the program as good or excellent, with almost two-thirds rating it excellent and only one student rating it poor. They almost unanimously rated their relations with their student counselor as warm and friendly. They indicated that they received most assistance in the areas of selecting a class schedule and getting information about four year colleges and two year programs. Black counselees particularly felt they received considerable help in being inspired to do well in college, in having respect for themselves, and understanding their abilities and limitations.

(10) Student counselors unanimously rated the program good (75%) or excellent (25%). They felt that their experiences personally were valuable ones of learning; that they were successful in improving attitudes toward college, of their counselees, that the relationship with the professional counselors was generally one of working together but with some conflicts and jealousies, that their relationship with the program director was generally close and satisfactory with some conflicts about decision making, that sex and race were usually but not always irrelevant, and that their training program was generally good but could be improved with a variety of suggestions offered.

(11) The college professional counselors indicated considerable concern for the program, with nearly half rating it poor. They reported few instances of referrals by student counselors, felt that student counselor-professional counselor relations were in need of considerable improvement, suggested several criteria for selection of student counselors, and evidenced concern about political activities taking place during student counseling sessions. Almost all, however, indicated that a student counseling assistant program, with appropriate changes should be made a permanent part of the Los Angeles City College guidance program.

"The 1968-69 STUDENT COUNSELOR ASSISTANT PROGRAM: PERSISTENCE AND SCHOLARSHIP STATISTICS"

PURPOSE OF THE STUDY

Under the sponsorship of the American Association of Junior Colleges and the Office of Economic Opportunity, Los Angeles City College conducted during the 1968-69 academic year an experimental program to ascertain the effects of using students as para-professional counselors to assist a select group of disadvantaged students from poverty area high schools. Research Study #69-6 was concerned with evaluation of the first semester of the program, presenting statistical data showing persistence and academic performance and summarizing subjective opinions obtained by means of questionnaires prepared and administered to student counselors, their counselees, and the college staff of professional counselors.

The purpose of this second study is to present persistence and scholarship statistics for the second semester of the program.

PROCEDURE OF THE STUDY

Criterion variables to measure the degree of academic success student counselors were able to provide were chosen to be the percent of those enrolled who completed the semester, the percent earning a C average or above, and the semester grade point average.

PROCEDURE OF THE STUDY (continued)

The experimental group for this project consists of those students who, according to Office of Economic Opportunity standards, were from a socio-economically disadvantaged area and who responded to the invitation extended to them to be assisted by a student counselor. Response in this context meant that the student and student counselor had at least two (usually many more) sessions together. Also studied was a subgroup of this experimental group; those students who were enrolled in Developmental Communications, a program designed primarily to improve communication-skills of those students who scored at the tenth national college freshman percentile or lower on the college entrance examination (School and College Ability Test- SCAT).

Two "control" groups were studied to provide comparisons: (1) entering students who met OEO poverty standards but declined the invitation to be advised by a student counselor; and (2) a group of students who entered L.A.C.C. one year ahead of the experimental group, matched as closely as possible on sex, high school background and SCAT total score.

This study presents comparison statistics for students entering in Fall, 1968 and Spring, 1969, and also presents some statistics regarding second semester performance of the Fall, 1968 entrants.

In order to study differences among students of differing ethnic backgrounds, Los Angeles City high school groups are categorized according to a 1968 Los Angeles City ethnic survey indicating high schools predominantly Negro or Mexican-American. These data are not intended to (and do not) indicate ethnic ratios in the total group.

Minor discrepencies appearing in the findings of the next section reflect unavailability of certain data in a few instances.

FINDINGS

Table 1 indicates numbers of students in each of the four categories described above (all counselees, counselees in Developmental Communications, students invited but not counseled, and one year earlier comparison group), according to sex, high school background, and performance on the college entrance examination.

Tables 2 through 6 persent persistence and scholarship statistics for each of the three complete comparison groups, for the total groups in Table 2 and for subgroups according to high school background in Tables 3-6, Table 7 presents statistics for the counselees who were enrolled in Developmental Communications.

Table 8 presents second semester statistics for the Fall, 1968 counselees. Table 9 presents similar information for those enrolled in Developmental Communications.

TABLE 1 - Characteristics of First Semester Comparison Groups: Sex, High School Background, SCAT Scores

		Counselees (all)		Counselees (Dev. Comm. Only		Invited but not coun.		Comparison Group	
		S'69	F'68	S'69	F'69	S'69	F'68	S'68	S'67
S	Male	93	93	37	41	59	137	93	93
E	Female	100	158	53	78	52	162	100	157
X	TOTAL	193	251	90	119	111	290	193	250
	% Male	48%	37%	41%	34%	53%	46%	48%	37%
L. A. City Predominantly Negro Schools									
	Manual Arts	14	39	9	14	4	20	15	40
	Jefferson	13	14	11	3	1	6	14	14
	Washington	11	19	7	9	9	26	11	19
	Fremont	8	4	5	2	5	21	8	6
	Jordan	6	2	6	2	3	3	6	2
	TOTAL	52	78	38	32	22	76	54	81
L. A. CITY Predominantly Mexican-American Schools									
	Roosevelt	3	9	2	5	1	6	3	9
	Lincoln	3	6	2	1	3	7	3	6
	Franklin	1	1	1	0	1	13	1	4
	Belmont	13	17	4	9	18	37	14	17
	TOTAL	20	33	9	15	23	63	21	36
Other L.A. City Schools									
	TOTAL	61	83	29	41	55	160	64	81
Outside L.A. City or not stated									
	TOTAL	60	57	14	31	11	0	54	52

TABLE 1 continued on Page 5.

TABLE 1 (continued)

SCAT Total Raw Scores	Nat'l. %ile	S'69 LACC %ile	Counselees (all) S'69	Counselees (all) F'68	Counselees (Dev. Comm. Only) S'69	Counselees (Dev. Comm. Only) F'68	Invited but not counseled S'69	Invited but not counseled F'68	Comparison Group S'68	Comparison Group S'69
	SCAT TOTAL RAW SCORE									
0-10			0	0	0	0	0	0	0	0
11-15			2	5	1	4	0	1	6	4
16-20			14	10	10	5	2	7	8	12
21-25			14	21	13	15	6	8	21	18
26-30		10	35	48	31	32	4	13	22	33
31-35		20	27	48	24	41	8	21	33	42
36-40	10	30	23	39	11	20	9	17	22	43
41-45			9	15			11	29	16	26
46-50	20	40	9	7			8	32	16	20
51-55	30	50	11	16			7	31	16	24
56-60	40	60	12	7			10	25	14	13
61-65		70	10	7			13	26	7	5
66-70	50		6	9			8	23	5	7
71-75	60		6	4			7	19	9	2
76-80	70		4	2			4	11	1	0
81-85	80	90	3	1			1	5	3	1
86-90			1	0			2	6	1	0
91-95	90		1	3			3	1	3	0
96-100			0	0			1	0	0	0
Mean			41.0	38.2	28.6	29.9	53.1	52.3	41.3	39.0
STANDARD DEVIATION			17.6	15.3	6.0	6.4	17.8	16.8	17.8	13.1

TABLE 2- First Semester Persistence and Academic Performance

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES	FALL 1968								
	Male	93	93	100%	36	40%	11.9	1.82	37%
	Female	158	155	98%	89	57%	10.4	2.01	
	TOTAL	251	248	99%	125	50%	11.0	1.94	
	SPRING 1969								
	Male	93	88	95%	46	50%	11.1	2.02	48%
	Female	100	99	99%	51	51%	11.2	2.15	
	TOTAL	193	187	97%	97	50%	11.1	2.09	
INVITED BUT NOT COUNSELED GROUP 1 YR. AGO	FALL 1968								
	Male	137	112	82%	49	44%	11.1	1.82	46%
	Female	162	130	80%	71	55%	10.6	2.04	
	TOTAL	299	242	81%	120	50%	10.8	1.93	
	SPRING 1969								
	Male	59	47	80%	24	51%	9.4	2.10	53%
	Female	52	40	77%	29	72%	9.8	2.34	
	TOTAL	111	87	78%	53	61%	9.6	2.21	
COMPARISON	Fall 1968								
	Male	93	86	92%	20	23%	9.5	1.48	37%
	Female	157	135	86%	55	41%	9.9	1.77	
	TOTAL	250	221	88%	75	34%	9.8	1.66	
	Spring 1969								
	Male	93	76	82%	35	46%	9.5	1.75	48%
	Female	100	85	85%	49	58%	9.4	2.10	
	TOTAL	193	161	83%	84	52%	9.4	1.94	

TABLE 3 - First Semester Persistence and Academic Performance:
Students From Predominantly Negro High Schools

			No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES		Fall, 1968								
		Male	19	19	100%	8	42%	11.6	1.73	24%
		FEMALE	59	59	100%	28	47%	10.0	1.77	
		TOTAL	78	78	100%	36	46%	10.4	1.76	
		Spring, 1969								
		Male	20	20	100%	7	35%	11.1	1.76	38%
		Female	30	30	100%	14	44%	11.4	2.10	
		TOTAL	52	52	100%	21	40%	11.3	1.97	
INVITED BUT NOT COUNSELED		Fall, 1968								
		Male	27	18	67%	6	33%	8.7	1.74	36%
		Female	49	39	80%	20	51%	11.9	2.05	
		Total	76	57	75%	26	46%	10.9	1.97	
		Spring, 1969								
		Male	8	7	88%	4	57%	9.0	2.17	36%
		Female	14	11	79%	6	54%	9.2	1.96	
		TOTAL	22	18	82%	10	56%	9.1	2.04	
COMPARISON GROUP 1 YR. AGO		Fall, 1968								
		Male	27	24	89%	3	12%	9.0	1.28	33%
		Female	54	45	83%	19	42%	9.7	1.75	
		TOTAL	81	69	85%	22	32%	9.5	1.60	
		Spring, 1969								
		Male	21	17	81%	4	24%	8.9	1.21	39%
		Female	33	28	85%	14	50%	8.3	1.88	
		TOTAL	54	45	83%	18	40%	8.6	1.62	

TABLE 4 - First Semester Persistence and Academic Performance:
Students from Predominantly Mexican-American High Schools

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES	Fall, 1968								
	Male	19	19	100%	5	26%	12.5	1.62	58%
	Female	14	13	93%	8	62%	10.9	1.85	
	TOTAL	33	32	97%	13	41%	11.8	1.71	
	Fall, 1969								
	Male	9	9	100%	4	44%	11.4	1.72	45%
	Female	11	11	100%	4	36%	10.0	1.93	
	TOTAL	20	20	100%	8	40%	10.6	1.83	
INVITED BUT NOT SELED COUNSELEES	Fall, 1968								
	Male	26	17	65%	7	41%	11.0	1.73	41%
	Female	37	28	76%	15	54%	9.3	2.13	
	TOTAL	63	45	71%	22	49%	10.0	1.96	
	Spring, 1969								
	Male	13	12	92%	5	42%	10.2	1.98	57%
	Female	10	7	70%	6	86%	8.4	2.59	
	TOTAL	23	19	83%	11	58%	9.5	2.18	
COMPARISON GROUP AGO 1 YR.	Fall, 1968								
	Male	18	18	100%	10	56%	10.6	1.98	58%
	Female	18	15	83%	4	26%	10.4	1.54	
	Total	36	33	92%	14	42%	10.5	1.78	
	Spring, 1969								
	Male	13	12	92%	7	58%	10.5	2.02	62%
	Female	8	7	88%	3	43%	11.6	2.04	
	TOTAL	21	19	91%	10	3%	10.9	2.03	

TABLE 5 - First Semester Persistence and Academic Performance:
Students from "Other" L.A. City High Schools

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
COUNSELEES	Fall, 1968								
	Male	36	36	100%	13	36%	12.1	1.84	43%
	Female	47	46	98%	25	54%	10.8	2.17	
	TOTAL	83	82	99%	38	46%	11.4	2.02	
	Spring, 1969								
	Male	32	30	94%	16	50%	11.0	2.14	53%
	Female	29	29	100%	16	55%	11.2	2.16	
	Total	61	59	97%	32	52%	11.1	2.15	
INVITED BUT NOT COUNSELED	Fall, 1968								
	Male	84	77	92%	36	47%	11.7	1.85	53%
	Female	76	63	83%	36	57%	10.4	1.90	
	TOTAL	160	140	88%	72	51%	11.1	1.91	
	Spring, 1969								
	Male	30	27	90%	14	52%	9.0	2.03	54%
	Female	25	20	80%	15	75%	10.7	2.42	
	TOTAL	55	47	85%	29	62%	9.7	2.21	
COMPARISON GROUP 1 YR. AGO	Fall, 1968								
	MALE	26	24	92%	6	25%	9.4	1.60	32%
	Female	55	46	84%	21	46%	10.1	1.92	
	Total	81	70	86%	27	39%	9.8	1.80	
	Spring, 1969								
	Male	29	24	83%	12	50%	9.2	1.86	45%
	Female	35	28	80%	18	64%	10.5	2.24	
	TOTAL	64	52	81%	30	58%	9.9	2.08	

TABLE 6 - First Semester Persistence and Academic Performance:
Students from High Schools Other than L. A. City

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. & Above	Percent C Aver. & Above	Aver. Uts. attempted	GPA	% Male
COUNSELEES	Fall, 1968								
	Male	19	19	100%	10	53%	11.2	2.11	33%
	Female	38	37	97%	28	76%	10.3	2.24	
	TOTAL	57	56	98%	38	68%	10.6	2.20	
	Spring, 1969								
	Male	32	29	91%	19	59%	11.1	2.16	53%
	Female	28	27	96%	17	61%	11.3	2.27	
	Total	60	56	93%	36	60%	11.2	2.21	
INVITED COUNSELEES BUT NOT ENROLLED	Fall, 1968								
	Male								
	Female								
	TOTAL								
	Spring, 1969								
	Male	8	1	12%	1	100%	15.0	3.80	73%
	Female	3	2	67%	2	100%	8.8	2.63	
	TOTAL	11	3	27%	3	100%	10.8	3.17	
COMPARISON GROUP	Fall, 1968								
	Male	22	20	91%	1	5%	9.3	1.12	43%
	Female	30	29	97%	11	38%	9.8	1.68	
	Total	52	49	94%	12	24%	9.6	1.45	
	Spring, 1969								
	Male	30	23	77%	12	52%	9.7	1.84	56%
	Female	24	22	92%	14	64%	8.6	2.19	
	TOTAL	54	45	80%	26	58%	9.1	2.00	

NONE

1 YR. AGO

TABLE 7 - First Semester Persistence and Academic Performance:
Students Enrolled in Developmental Communications

		No. Enrl'd.	No. Compl. Sem.	Percent Compl. Sem.	No. C Aver. or Above	Percent C Aver. & Above	Aver. Uts. Attempted	GPA	% Male
	Male	41	41	100%	15	37%	12.1	1.81	34%
Fall	Female	78	77	99%	55	71%	11.0	2.26	
1968	TOTAL	119	118	99%	70	59%	11.4	2.10	
Spring	Male	37	36	98%	16	44%	11.6	1.91	41%
1969	Female	53	53	100%	29	55%	11.3	2.21	
	TOTAL	90	89	99%	45	51%	11.4	2.09	

TABLE 8 - First and Second Semester Performance of Fall, 1968 Counselees Who Returned for the Spring, 1969 Semester

	Counseled Second Semester			Not Counseled Second Semester			TOTAL		
Fall, 1968	M	F	Total	M	F	Total	M	F	Total
No. completing semester	40	44	84	54	116	170	94	160	254
No. C average & above	14	32	46	23	58	81	37	90	127
% C average or above	35%	73%	55%	43%	51%	48%	39%	56%	50%
Average units Attempted	11.8	11.1	11.4	11.9	9.9	10.5	11.9	10.2	10.8
G.P.A.	1.75	2.30	2.03	1.88	1.93	1.91	1.83	2.04	1.92
SPRING, 1969									
No. enrolled	40	44	84	48	91	139	88	135	223
% of Fall, 1968 enrollees	100%	100%	100%	89%	78%	82%	94%	84%	88%
No. completing semester	38	41	79	48	86	134	86	127	213
% completing semester	95%	93%	94%	100%	94%	96%	98%	94%	96%
No. of C average or above	16	26	42	18	31	49	34	57	91
% C average or above	42%	63%	53%	38%	36%	37%	40%	45%	43%
Average units attempted	11.2	11.3	11.3	11.2	9.1	9.8	11.2	9.8	10.4
G.P.A.	1.81	2.17	1.99	1.83	1.84	1.83	1.82	1.96	1.90
GPA Differential (F'69-S'68)	+.06	-0.13	-0.04	-0.05	-0.09	-0.08	-0.01	-0.08	-0.02
% counseled 2nd semester	43%	28%	33%						

TABLE 9 - First and Second Semester Performance of Fall, 1968 Counselees who returned for the Spring, 1969 Semester: Students Enrolled in Developmental Communications.

	Counseled Second Semester			Not Counseled Second Semester			TOTAL		
	M	F	Total	M	F	Total	M	F	Total
Fall, 1968									
No. completing semester	15	25	40	27	53	80	42	78	120
No. C average or above	6	21	27	10	34	44	16	55	71
% C average or above	40%	84%	68%	37%	65%	56%	38%	71%	59%
Average units attempted	11.4	11.0	11.1	12.4	10.7	11.3	12.0	10.8	11.2
G. P. A.	1.88	2.51	2.27	1.78	2.19	2.04	1.82	2.29	2.12
Spring, 1969									
No. enrolled	15	25	40	24	48	72	39	73	112
% of Fall, '68 enrolled	100%	100%	100%	89%	91%	90%	93%	94%	93%
No. completing semester	15	23	38	24	47	7	39	70	109
% completing semester	100%	92%	95%	100%	98%	99%	100%	96%	97%
No. C average or above	7	13	20	7	18	25	14	31	45
% C average or above	47%	56%	53%	29%	38%	35%	36%	44%	41%
Average units attempted	11.3	11.9	11.7	11.1	9.2	9.8	11.2	10.1	10.5
G. P. A.	1.85	2.11	2.01	1.79	1.80	1.80	1.81	1.90	1.87
GPA Differential (F'69 - S'68)	-0.03	-0.40	-0.26	+0.01	-0.39	-0.24	-0.01	-0.39	-0.25

CONCLUSIONS

(1) First semester students (in both Fall, 1968 and Spring, 1969) who were assisted by student counselors persisted through the semester at a rate significantly above that of those invited but not counseled and also significantly above that of a year earlier comparison group. Persistence rates for 1st semester counselees for both sexes for both semesters were 95% or above, averaging about 18% above those for students invited but not counseled and about 12% above those for the prior year comparison groups, Motivational factors may account for some of the difference between rates for those who accepted and declined invitations to be counseled, but the magnitude and consistency of the differences indicates clearly that student counselors had an impact on students' staying in college throughout thefr first semester.

(2) In first semester academic performance, the experimental group showed higher grade point averages than the "one year ago" comparison group for both Fall, 1968 and Spring, 1969, with male differences being clearly significant and female differences slightly less than male. Students declining counseling averaged about the same as counselees during Fall, 1968 and slightly above in Spring, 1969. It can be noted that all Spring semester groups performed better than their Fall counterparts. Also, it can be noted (Table 1) that entrance exam scores of students declining counseling averaged at about the median for all L.A.C.C. students, While those in the experimental and comparison groups averaged at about the lower quartile; thus, better academic performance could be expected of the first-named group. It appears, then, that the student counselors had a positive effect on grade point average.

(3) First semester counselors from predominantly Negro high schools persisted at a 100% rate for both Fall and Spring semesters. Their academic performance was slightly below that of all counselees but better than that of their counterparts a year earlier, especially for males. All Negro sub-groups showed a lower percent male than the total groups.

(4) Numbers are small for students from predominantly Mexican-American high schools. The data indicate no clear conclusions, although persistence rates are slightly higher for counselees.

(5) 88% (94% of males, 84% of females) of the Fall, 1968 counselees returned for the Spring semester. Of those returning, about a third continued meeting with their student counselor. No differences in second semester persistence or academic performances between those groups can be noted from the data. Second semester persistence rates were about 95% for both groups, and both groups grade point averages were slightly lower in Spring, 1969.

CONCLUSIONS (continued)

(6) Considering only students enrolled their first semester in Developmental Communications, persistence was comparable to all counselees for both first and second semester, first semester grade point averages were about equal, second semester averages were about a quarter of a grade point lower than first semester. This second semester drop is not surprising, as these students average score on the entrance examination is significantly below that of the total group of counselees.

In summation, the data indicate that student counselors clearly had an effect on their counselees' staying in school throughout their first semester and also tended to improve their academic performance. Neighter of these effects is apparent when counseling is continued throughout the students' second semester in college.